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ABSTRACT

An experimental group of student teachers (N=33) exposed to Flander's Interaction Analysis significantly increased self-concept scores; controls did not. It was concluded that a higher self-image occurred partially because of an increased awareness of the verbal interaction in the classroom and improved interpersonal climate. (Appropriate tables showing results are included as appendixes.) (Authors)

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# The Effect of Analyzing Teacher Behavior on Self Concepts of Teachers

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# The Effect of Analyzing Teacher Behavior on Self Concepts of Teachers

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Most of the research exploring the effect of the Flanders Interaction Analysis (IA) has been concerned with the relationship of this form for structuring the observations of teachers' verbal behavior with student achievement (Campbell & Barnes, 1969). The correlation is consistently positive but low when the teacher's interaction is indirect rather than direct (Amidon & Flanders, 1961; Brown, 1960; Nelson, 1966). Other studies have concluded that students have changed attitudes in a variety of ways as a result of their teachers' indirect verbal interaction (Flanders, 1965; Hough & Amidon, 1964; Moskowitz, 1968). Most of these studies, however, extrapolate from teacher behavior (verbal interaction) the causes of student behavior (achievement and attitudes). The effect of classroom climate may thus be grossly exaggerated because of the many intervening variables not taken into account. Instead, it might be worthwhile to measure the contribution to the teachers themselves when they are made aware of their own verbal interaction with their students. Therefore, the focus of the present study is upon the self concpets of student teachers both before and after their student-teaching internship when supervised by means of IA.

## Subjects

Two groups each containing 33 college seniors majoring in education were randomly chosen: 21 females and 12 males in both the experimental and control groups.

## Procedure

The E group was given a 3- to 5-day exposure to the Flanders' system prior to student-teaching. In addition, they performed a micro-teaching lesson and then did a matrix on their own lesson. During the ten weeks of their student-teaching experience, the IA was used in their supervision and in the analysis of their verbal behavior. The C group did not receive this treatment, though all other aspects of student-teaching were the same for the two groups.

Both groups were administered two instruments of self concept before and after student-teaching. One is a measure of self concept of the individual, containing 40 bi-polar traits separated by four spaces of distance with the range of scores possible from -40 to +40 (Soares & Soares, 1969). The other is a measure of self concept as a prospective teacher (Soares & Soares, 1968). This instrument contains 72 bi-polar traits in the same format, with scores ranging from -72 to +72.

## Results

In the t-test analysis of mean Self Concept-Person scores (Table 1), there was a significant change in the E group but no corresponding increase in the C group. The E group also showed a significantly higher mean score than the C group in the posttest though not in the pretest.

In the comparison of the Ss' Self Concept-Teacher scores, significance occurred between the pretest and posttest of the E group but not in the C group. Again, there was a significantly higher mean score for the E group in comparison to the C group on the posttest but not on the pretest.

Implications and Conclusions

Though no cause-and-effect can be attributed to utilizing the Flanders' Interaction Analysis in a teacher-training program, there does seem to be a strong relationship between exposure to IA and improved self-image. The two groups of student-teachers were the same in all important ways. The differentiating factor was the treatment procedure of IA in supervision for one group and not the other. It may well be that self-analysis of verbal behavior and awareness of the type of interaction between self and others--with the attendant reinforcement from improved classroom climate--contribute to the future teacher's confidence and self-esteem.

Table 1

Comparisons of the
Mean Self Concept-Person
and Self Concept-Teacher
Scores of Student Teachers

| Inventory and Group | Pretest M | Pretest SD | Posttest M | Posttest SD | t (pre-post) |
|---|---|---|---|---|---|
| Self Concept-Person | | | | | |
| Experimental | 20.29 | 6.96 | 25.46 | 4.64 | -3.54** |
| Control | 23.76 | 7.63 | 22.55 | 4.10 | .93ns |
| t ( E-C ) | -1.99ns | | 2.72** | | |
| Self Concept-Teacher | | | | | |
| Experimental | 39.22 | 16.60 | 51.83 | 11.91 | -3.17** |
| Control | 45.80 | 11.67 | 45.86 | 11.65 | -.02ns |
| t ( E-C ) | -1.84ns | | 2.13* | | |

N = 65

*p < .05

**p < .01

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